



Behaviour Policy

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Head Teacher	Ms Leah Wright

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John Perryn is a multicultural school in which every member is valued and respected. The **‘John Perryn Way’** encourages our pupils to grow up with a clear understanding of ‘right’ and ‘wrong’, and fosters a respect for others’ and their property, self-discipline and honesty. The ethos of our school should be instrumental in creating an orderly atmosphere where effective learning and teaching can take place. Therefore, each member of the school is personally responsible for helping to create this calm, safe and supportive learning environment so that everyone feels valued and safe, enjoys their work, and achieves their very best. Our aim is that children want to attend school and that they learn and thrive when doing so. Any kind of behaviour which opposes this is unacceptable. As a school, we continually work together with all stakeholders to maintain high standards of behaviour.

Pupils, teachers, parents, carers and governors have agreed this policy, and expect that every member of the school will uphold and keep it. Our expectations, upon joining John Perryn, are that parents and carers will work in partnership with the school to ensure that pupils behave responsibly. High standards of behaviour are expected from all members of our school community, in and around the school buildings, on the school grounds, travelling to and from school, on school visits and at any other time when representing the school.

Above all we are teaching our children to be kind.

1. Aims

The underlying objectives of this policy:

- provide a **fair and consistent approach** to behaviour management;
- explain how we create a safe environment in which all pupils can reach their full potential;
- **define** what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave in line with a **rights respecting ethos**;
- explain how we use restorative practice in order to build positive relationships between pupils and staff and pupils and how to repair and restore relationships that may have broken down;
- summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- outline our system of **rewards and consequences**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [KCSIE 2025](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

It is also based on the [UN Convention on the rights of the child](#).

3. Definitions

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- refusal to engage in lessons/ complete tasks/ follow adult instructions;
- poor attitude towards learning or towards other members of the John Perryn community;
- disrespecting the rights of others as outlines by the UN convention on the rights of the child;
- failure to hand mobile phones/smart watches into the office or use of these items in school throughout the day.

Serious misbehaviour is defined as:

- repeated breaches of the John Perryn Way or school values;
- any form of bullying;
- physical assault against another pupil or an adult;
- child on child abuse;
- vandalism;
- theft;
- fighting;
- smoking;
- racist, sexist, homophobic or discriminatory behaviour;
- use of mobile phones or smart watches during the school day;
- possession of any prohibited items including but not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and tobacco related products
- E-Cigarettes/ Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These lists are not exhaustive.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- deliberately hurtful negative behaviour intended to make others feel upset, uncomfortable or unsafe;
- repeated, often over a period of time;
- difficult to defend against.

Bullying can include, but is not limited to: emotional, physical, racial, sexual, direct / indirect verbal, homophobic, transphobic or cyber-bullying. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. The headteacher will act in accordance with the statement of behaviour principles made by the governing board and have regard to any guidance provided by the governing board on promoting good behaviour.

The headteacher will lead the creation and reinforcement of a school culture where pupils and staff flourish in safety and dignity. The headteacher will ensure:

- that there are high expectations of pupils' conduct and behaviour and that this is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment in-line with KCSiE;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following this policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe

and everyone is treated respectfully and any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively;

- where circumstances arise that endanger the safety of a pupil or staff member, the headteacher will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

The headteacher will ensure that the **school environment encourages positive behaviour and respect for others** and that staff deal effectively, consistently and fairly with incidents of poor behaviour, and will monitor how staff uphold this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- implementing the behaviour policy consistently and fairly;
- modelling expected, rights respecting behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed;
- implementing routines to teach and reinforce the behaviours expected of pupils communicating expectations, values and standards in every interaction with pupils;
- challenging pupils to meet the high expectations of behaviour at all times and maintain the boundaries of acceptable conduct;
- considering the impact of their own behaviour on the school culture and how they can uphold values and expectations;
- following the Staff Code of Conduct;
- attempting to repair relationships using the restorative practice model;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents (*see 12. Monitoring arrangements*).

The Senior Leadership Team will support staff in responding to behaviour incidents and will be highly visible. Leaders will routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Leaders will ensure that all new staff are clearly inducted into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Leaders will consider any appropriate training, which is required for staff to meet their duties and functions within this policy.

The SENCo or DSL will support staff to make reasonable adjustments to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. Staff should be mindful that not all pupils requiring support with behaviour will have identified SEND.

5.4 Parents

The role of parents is crucial in helping the school to develop and maintain good behaviour.

Parents are encouraged to:

- get to know the school behaviour policy and, where possible, take part in the life of the school and its culture;
- reinforce the policy at home as appropriate;
- raise any concerns about management of behaviour directly with the school while continuing to work in partnership;
- support their child in following the John Perryn Way;

- inform the school of any changes in circumstances that may affect their child's behaviour;
- celebrate their children's successes.

6. Pupil code of conduct

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the behaviour standards, expectations, pastoral support and consequence processes. Pupils will be asked about their experience of behaviour and provide feedback on the school's culture. Pupils will be given an induction process that familiarises them with the school behaviour culture.

Pupils are expected to:

- follow the school behaviour policy, uphold expectations and contribute to the school culture;
- behave in a rights respecting, orderly and self-controlled way;
- show respect to all members of staff and each other;
- in class, make it possible for all pupils to learn (**Article 28**);
- walk quietly and sensibly around the school;
- treat the school buildings and school property with respect;
- complete any tasks reasonably assigned to them in connection with their education;
- accept consequences when given;
- develop self-discipline and proper regard for authority;
- engage in restorative conversations with peers and staff members to mend relationships and reflect on behaviour choices;
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. The John Perryn Way

We have a clear vision for what good behaviour looks like. Pupils are encouraged to follow **The John Perryn Way**, which encourages pupils to reflect the values of the school:

- 1) We treat everybody and everything with respect and kindness.
- 2) We respect the right we have to learn and enjoy learning.
- 3) We are responsible for our own actions.
- 4) We aim to make John Perryn a fun and caring place to be.

Our school motto is **'Aiming high to achieve success in all that we do'.**

7.1 Behaviour steps

All teaching staff / staff in class:

Stage 1: *I will be reminded of how I can return to following the 'John Perryn Way' and of our rights respecting ethos. Warning given.*

Stage 2: *If I continue to have difficulty following the 'John Perryn Way,' I will be asked to reflect on my behaviour. I will complete a reflection sheet that will give me some time to think about how my behaviour is affecting others' right to learn, to feel safe and respected.*

Stage 3: *When I return to my learning I will need to remember what makes a good learner. If I am still finding it difficult to follow the 'John Perryn Way,' I will speak to my phase leader at the end of the session, to discuss my reflection sheet.*

Stage 4: *If I am still not able to follow the 'John Perryn Way,' I will discuss my choices with a member of the senior leadership team. My parents / carers may be called in for a meeting.*

Lunchtime Supervisors

Stage 1: *I will be reminded of the John Perryn Way.*

Stage 2: *I will have time with the lunch time supervisor, where we will discuss which part of the 'John Perryn Way' I am not following and what I can do to change this behaviour choice.*

Stage 3: *My name will be written in a behaviour log. My teacher will be informed and I will need to fill in a reflection sheet in class, followed by a discussion with my class teacher / phase leader.*

Stage 4 – *A member of the senior leadership team will be called.*

Kitchen Staff

Stage 1: *I will be reminded of the John Perryn Way.*

Stage 2: *My name will be written in a behaviour log. My teacher will be informed and I will need to fill in a reflection sheet in class, followed by a discussion with my class teacher / phase leader.*

Stage 3: *A member of the senior leadership team will be called.*

7.2 The John Perryn Way for staff at John Perryn Primary School

Just as teachers should have high expectations of pupil achievement and behaviour, pupils have high expectations of teachers to create and be responsible for an orderly, consistent, engaging and challenging learning atmosphere in lessons. Teachers also have high expectations of each other to implement 'The John Perryn Way' conscientiously and with consistency in order to ensure a universal atmosphere of positive, good order in our school. Teachers should be prompt in taking charge of their pupils, and remain with them throughout lesson times.

7.3 Rewards Available

Many opportunities to positively reinforce good behaviour are available to the staff at John Perryn.

Positive Praise

The effect of praising a child **CANNOT BE UNDERESTIMATED**. It is seen to be the most important factor in raising self-esteem, and it makes a major contribution to encouraging good behaviour.

Positive marking of learning

Whenever possible we will endeavour to mark learning in a positive way, reinforcing these written remarks with positive comments. Please refer to the school's marking and presentation policy.

Stickers/ House points

These can be awarded by all members of staff. The SMSAs also award house points to children who eat a healthy lunch and who follow the 'John Perryn Way' and school ethos by making good choices.

Cups

Weekly cups are awarded to classes for attendance and punctuality. The House Cup is awarded to the winning house for Sports Day during the summer term.

Certificates

During the 'Celebration Assembly' these are presented by the Headteacher to acknowledge children's progress and success in a variety of areas. A Rights Champion is selected each week by the children of each class for displaying noticeable rights respecting behaviour. A certificate is awarded to the chosen children during KS1 and KS2 assemblies. Pupils are awarded a book vending machine token during celebration assemblies for outstanding effort in their learning.

Once a reward is given to a child, it can never afterwards be removed.

In addition to the reward system, opportunities to give children responsible tasks are also offered in order to enhance self-esteem, and cultivate a responsible attitude. Modelling of good behaviour should be used as a resource to promote good behaviour by acting as playground buddies, befriending and linking with targeted children. Pupils have the opportunity to become a member of the School Council, a Reading Ambassador or a House Captain (Year 6). There will also be opportunities for children to become buddies as part of the OPAL play programme. They may also act as school representatives on special occasions.

Rewards will vary throughout the school according to the age of the child. Examples are:

- Praise from teacher and peers.
- Stamps/stickers for social and academic achievement/effort.
- Show work to other partner teacher/Phase Leader/ SLT.
- Verbal praise to parents at end of the day.
- Positive praise postcards sent home by the Senior Leadership Team for following The John Perryn Way.

7.4 Dealing with unacceptable behaviour

The school has a positive approach to promoting good pupil behaviour. It gives praise to those who act responsibly and who show consideration and care for others. However, some pupils do not always behave acceptably; they will be dealt with at an appropriate level in order to help them improve their behaviour.

7.5 In Lessons

It is the **primary responsibility of the teacher** to create a positive and well-ordered learning atmosphere in the classroom or other teaching area. If there is unacceptable behaviour, then the teacher must initially deal with it. If the unacceptable behaviour continues then Senior Staff will become involved.

Teacher - Reflection table - Phase Leader - Assistant Head - Deputy Head - Head Teacher

Phase leaders will have a restorative conversation with pupils attempting to right any wrongs and to ensure that all parties involved feel their needs have been addressed. Parents will be communicated with by the person dealing with the issues. This may be at the end or beginning of a school day, by phone or by organising a meeting.

7.6 Report

If a disruptive pattern of behaviour is not being managed with the actions above, prior to a more formal route, a child may be placed on report (usually for a two week period) at the discretion of the Headteacher and in some instances, the Deputy Headteacher or Assistant Headteachers. The child will be given 2 core targets which will be signed off by the class teacher three times per day. This will then be brought down to a member of SLT to countersign. The report card will be photocopied at the end of the day and taken home so parents/carers can see daily monitoring. After a two week period the report card will be reviewed and next steps are decided upon by the school. Parents will be notified of next steps.

8. Rewards and sanctions

Maintaining a positive culture requires constant work we endeavour to positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. This will usually involve the use of reasonable and proportionate sanctions.

All staff members are responsible for good behaviour. When a pupil does not follow The John Perryn Way, a range of strategies can be used to remind the pupil to make the correct behaviour choices.

8.1 List of rewards and sanctions

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise;
- stickers/ stamps;
- house points;
- communicating praise to parents/ carers via letters, postcards or phone calls home;
- certificates and special assemblies;
- positions of responsibility;

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes.

a) deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

b) protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

c) improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

The school may use one or more of the following consequences in response to unacceptable behaviour in a reasonable and proportionate manner:

- a verbal reprimand and a reminder of the expectations of their behaviour;

- discussion and understanding of impact of actions and their effect on others and self;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges such as a responsibility they may hold;
- setting behaviour targets – personalised targets reviewed by staff and parents/carers;
- spending time on the time out table reflecting on the behaviour choices by completing a rights reflection sheet;
- time out in the phase leader's classroom;
- talking through an issue in own time (play/lunch break);
- school based community service, such as tidying a classroom;
- regular reporting to phase or senior leaders;
- informal parent conference;
- suspension and in the most serious of circumstances, exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

School will should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Keeping Children Safe in Education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires.

The Assistant Head and Phase Leaders run a daily, lunchtime reflection session, where any child who has filled in a reflection sheet that week will attend to discuss behaviour and what changes they can make moving forward. If a child attends multiple times, parents may be informed. Issues should be recorded by members of staff on Edaware. Please see section 12 - monitoring arrangements.

1. If further action is needed, the class teacher will discuss the issues with the Phase Leader. If the issues are unresolved the Phase Leader will bring it to the attention of either the Assistant or Deputy Head.
2. If, after this meeting, the strategies put in place by the SLT to support the child are not working, the Deputy Head or Headteacher will contact the parents and discuss the issues and possible further consequences. These could include referral to the Local Authority Primary Behaviour Team, short term suspension or permanent exclusion from school.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;

- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate.

8.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip/visit, walking or on public transport on the way to or from school.

8.3 Malicious allegations

Where a pupil makes a false accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy and/or statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8.4 Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. Please see the Suspensions and Permanent Exclusions Policy for further information.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in learning
- Display their own classroom rules and in their class charters as well as rights respecting language/ John Perry Way.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines and structures.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with different types of disruption.
 - Using positive reinforcement.

9.2 Physical restraint

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Incidents of physical restraint must:

- **always be used as a last resort;**
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents;
- carried out by a trained individual whenever practicable.

9.3 Searching, screening and confiscation

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment

that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is potentially harmful or detrimental. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support

Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this will be identified and put in place as soon as possible to avoid incidents occurring in the first place.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil, who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.5 Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Removal is different to the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

Removal may be used as a response to serious misbehaviour. The headteacher and behaviour lead will maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy. The length of time that it is appropriate for a pupil to be in removal will be directly related to the reason for removal and will be decided by the headteacher. The removal location will be an appropriate area of the school and stocked with appropriate resources, a suitable place to learn and refocus, and will be supervised by trained members of staff. The reintegration of any pupil in removal into the classroom when appropriate and safe to do so will be considered and discussed with the class teacher.

When dealing with individual removal cases, the headteacher will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

9.6 Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Leaders will investigate incidents which are witnessed by a staff member or reported to the school and appropriate and relative sanctions may be imposed.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

9.7 Preventing recurrence of misbehaviour

A range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion will be utilised by the school accordingly. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible.

It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Relevant members of leadership team will be made aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions the school may consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour charts or longer-term behaviour plans;
- referral to the Ealing Primary Centre for outreach support or a dual roll placement;
 - engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

9.8 Specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to provide advice on the school's initial response. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between pupils and will never normalise sexually abusive language or behaviour by treating it as 'banter'. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of the school's behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who

made it as per the behaviour policy. The designated safeguarding lead will be engaged and make referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to provide advice on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping Children Safe in Education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues and strategies applied to support the pupil may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (*for some members of the staff only*), as part of their induction process. Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

12.1. How do we record behaviour?

Incidents are recorded on Edaware by the member of staff who dealt with the incident. Where the incident is of sufficient severity that it is referred to a member of SLT, the staff member will complete the initial entry and the member of SLT will follow up with consequences or further information if appropriate.

Please Note:

- Pupils will not be denied prolonged access to the curriculum as a sanction whenever possible.

13. Behaviour expectations and pupils with Special Educational Needs and/ or Disability

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should

consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

School staff should not assume that, because a pupil has SEND, it must have affected their behaviour on a particular occasion. It should be considered whether or not a pupil's SEND has contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the pupil. Reasonable adjustments may also need to be made to the sanction in response to any disability the pupil may have. The school will try to understand the underlying cause of behaviour and whether additional support is needed.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

14. Suspected criminal behaviour

In cases when a member of staff or the headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort made to preserve any relevant evidence. Once a decision is made to report the incident to police, any further action that the school takes must not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in

tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions
- Safeguarding and Child Protection
- Anti-Bullying
- Marking and Feedback
- Dealing with Allegations Against School Personnel

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The suspensions and permanent exclusions policy explains that suspensions and exclusion will only be used as a last resort, and outlines the processes involved.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. When the head teacher imposes a suspension or exclusion, whether fixed-term or permanent, the DfE requires that it is for either a serious breach or for persistent breaches of the behaviour policy. In essence, if the behaviour/incident is not listed in the policy as a type of behaviour/incident that could lead to exclusion, it could be considered an unlawful exclusion. If reviewed by governors, they would have to conclude that the head teacher's decision did not meet part one of what is known as the 'twofold test'.

Even if the aim is to avoid the need for suspensions or exclusion, the behaviour policy should specify what might lead to these being imposed. There must be a clear link between the incident and the sanction(s) outlined in the behaviour policy and that policy must be clearly communicated to pupils and parents so that they would know that incidents may lead to permanent exclusion.

Suspension

Imposed in response to breaches of the behaviour policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser consequences such as internal suspension are considered inappropriate.

Permanent exclusion

For persistent breaches of the behaviour policy, i.e. as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies.

For a serious breach of the behaviour policy, there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

Involvement with an offensive weapon

Supply or intent to supply an illegal substance

Serious actual or threatened violence against another pupil or a member of staff

Sexual misconduct

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion.